

## Unit 2/Lesson 12

### Lesson Title: The Thirteen Original Colonies

**Short Term Goal: Identify how America was named, the original colonies, the different lifestyles of the people who lived in the Southern, Middle and New England colonies.**

#### Common Core Standards:

SLEs:

H.6.3.7: Analyze a *timeline* that illustrates selected historical events

H.6.3.13: Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion)

H.6.3.8: Compare *artifacts* from events in various periods of history

H.6.2.6: Determine how photos and documents are used to gather information about the past.

#### Common Core:

#### Reading Standards for Informational Text

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Speaking and Listening Standards

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

#### Writing Standards

**CC3W2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

**CC3W2d** Provide a concluding statement or section.

**CC.3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**CC.3.W.3.b.** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences

and events or show the response of characters to situations.

**CC.3.W.3.d.** Provide a sense of closure.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## **Materials:**

How America Got Its Name

Early Map of America 1515

First Printing of America 1507

Image Analysis Sheet

Regional Map of the Thirteen Colonies

Questions to Answer about the Colonies

Smart Board Lessons: Colonial Life and Thirteen Colonies

<http://amhistory.si.edu/house/thishouse/pastinhabitants.asp> (Click on Abraham Choate or Abraham Dodge)

<http://amhistory.si.edu/house/home.asp>

<http://www.digitalhistory.uh.edu/>

## **Direct Explanation/Model:**

## Whole Group/Three Sessions

### **What:**

Identify how America was named, the original colonies, the different lifestyles of the people who lived in the Southern, Middle and New England colonies.

### **Why:**

The students will learn about a period in history through artifacts, maps, narratives, and quotes showing personal perspectives. America was named after Amerigo Vespucci, a 15th century Florentine merchant. People flocked to America for a variety of reasons such as religious freedom, financial prosperity, and some as slaves to work the field of the colonists.

### **How:**

The students will listen to a “read aloud” about the origin of our country’s name as well as look at a map of the land dating back to the 1500’s. They will research the reasons people settled here and the different lifestyles they lived based on the geography.

### **Session One:**

#### **Guided Activity:**

As an introduction to the study of the Thirteen Colonies read the narrative about the naming of America. Discuss the first map that was drawn showing America as a continent. How does it look different from maps of today.

#### **Apply:**

Have the students respond to the information by answering the question: Do you agree with the decision to name the continent America?

### **Session Two:**

#### **Guided Activity:**

Participate in an interactive lesson with Smart Exchange (Colonial Life) to introduce the Thirteen Original Colonies.

#### **Apply:**

The students will answer questions about a regional map of the Thirteen Colonies.

### **Guided Activity:**

Discuss as a class the significance of physical geography in the late 1700s, when colonists were settling the area that is now the United States. Share the smart board lesson The Thirteen Colonies (grades 1, 2, 3, 4, and 5). Some ideas to address in the discussion might include the following:

- Settlements needed to be near waterways because boats were the most practical way to transport cargo. In particular, access to the Atlantic Ocean was crucial at the time, as trade with Britain, the rest of Europe, the Caribbean, and Africa was essential to the colonial American economy.
- Geographical barriers such as rivers and mountains limited settlement because transportation technology was much less developed than it is now.
- Climate and geography had a major impact on the crops that settlers could grow for food and for trade. Tobacco, imported from Trinidad in 1612, became an important export crop for the Southern Colonies, where it grew particularly well. In addition, other crops such as corn and wheat grew well throughout the colonies. Fishing developed as an important industry, especially in New England, where ocean geography offered ideal conditions for abundant fish populations. About 4/5 of the colonial population were farmers. Approximately 1/4 of the colonial population were slaves, brought to the colonies against their will from Africa in the triangular trade system, in which European manufactured commodities were traded for slaves in Africa, who were then traded for agricultural commodities such as sugar, cotton, and tobacco to be taken back to Europe and the colonies.
- All land was taken from Native Americans, either peacefully or forcefully. Native American friendliness was the only way that the initial colonies survived. Native American communities did not have the same sense of land ownership that Europeans had; they shared the land they occupied rather than staking a claim. Thus, there was a major cultural difference between the Europeans and the Native Americans, which resulted in major displacements of the latter.

Next, discuss with students what was going on during that period in American history. Some ideas to address in the discussion might include the following:

- People came to the colonies for different reasons, such as seeking freedom from religious persecution, seeking fortune, or being kidnapped and enslaved. Naturally, their reasons for coming and their backgrounds had an impact on their values and priorities.
- Life was very different in the various colonies. For example, slaves, who were an important part of the economic system, made up about 40% of the population in the Southern colonies at that time, while they were less common in the Northern Colonies. Agriculture was the primary industry in most colonies, but almost universally in the South. In New England, government was organized around town councils, whereas the Middle and Southern Colonies generally tended to organize their governments around counties. (This is still true.) Desire for religious freedom was a major incentive for

settling in New England and the Middle Colonies, whereas economic opportunity was a primary factor in the settlement of the Southern Colonies. The Middle Colonies were settled largely by non-English Europeans, including Swedish, Dutch, and Germans, Swiss, French, Scottish, and Welsh.

- Despite their differences, people in all colonies were becoming increasingly discontent with British colonial rule and its various manifestations, especially taxation without representation. Other concerns included British regulation of trade, mandates to house and feed British military, and lack of due process of law (fair trials). It is this discontent with British rule that united the diverse colonies in a fight for independence from Britain.
- During the Revolutionary years, leaders from each colony joined together to a) claim independence from Britain and b) set up a unified government.

### **Guided Activity:**

The students will research two families who lived during the colonial period. They will look at artifacts and find out how they made a living. They will go to websites to see artifacts and read about the life the people lived. <http://amhistory.si.edu/house/thishouse/pastinhabitants.asp> (Click on Abraham Choate or Abraham Dodge)

### **Apply:**

After doing the research the students will complete the Historian's Question Activity.

Pretend to be a child in one of the families and write to one of the other families. In this activity, students write letters to each other from the perspectives of children in the families they've researched. They will imagine that the children are cousins. The students should use all they have learned from their studies of the family's artifacts as well as other learning experiences about colonial life in America to write a letter that is authentic, although they are encouraged to use their imaginations to create realistic details.

Letters should follow standard friendly letter format and should include, at a minimum, the following components:

- A date (month, day, and year)
- A description of the child's day,
- A reference to at least one other member of the household,
- A reference to the setting (e.g., the season, the house, the community),
- An issue of concern,
- A source of excitement,
- At least two questions

## HOW AMERICA GOT ITS NAME

It is an irony of history that the name "America" did not come from Christopher Columbus. That distinction belongs to a German writer of geography.

In a further twist of events, America was named after Amerigo Vespucci, a 15th century Florentine merchant who owned a business in Seville, Spain, furnishing supplies for ships, preparing them for mercantile expeditions.

How do we explain what seems to mock the reality of history?

Stirred by the achievements of Columbus and envious of the reputation his discoveries brought, Vespucci endeavored to cultivate Columbus' friendship and trust. Seven years after Columbus' first voyage and while Columbus was still alive, Vespucci accompanied an expedition that consisted of four ships. They sailed past the eastern coast of South America, and visited Trinidad, which Columbus had named the preceding year. On his return to Europe Vespucci wrote letters with glowing descriptions of the newly discovered countries. He called the lands he had visited a "New World."

Some years later Vespucci's letters were published and read by Martin Waldseemuller, a noted geographer, and Mathias Ringmann, a schoolmaster. Recently-arrived from Germany to the province of Lorraine, they were attracted to the town of Saint-Die because of a newly-established printing. Both men were engaged in working on a reproduction of Ptolemy's treatise on geography, to which they were adding a preface.

After reading the account of Vespucci's travels in "Quatre Navigations d' Americ Vespuce," they decided to incorporate Vespucci's voyage into the treatise. Ringmann, acting as editor, wrote in his introduction:

"There is a fourth quarter of the world which Amerigo Vespucci has discovered and which for this reason we can call 'America' or the land of Americo."

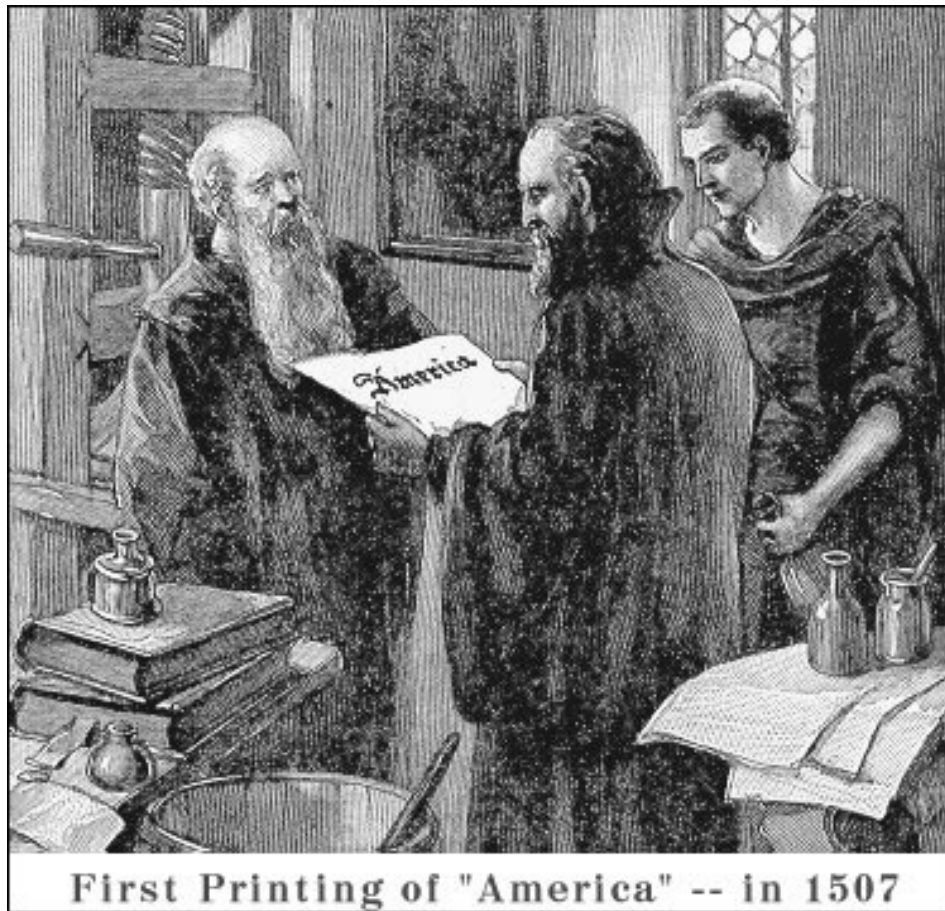
Apparently ignorant of the discoveries and achievements made by Columbus fifteen years earlier, Ringmann continued:

"We do not see why the name of the man of genius, Amerigo, who has discovered them, should not be given to these lands, as Europe and Asia have adopted the names of women."

Their work was published on April 25, 1507 under the title "Cosmographiae Introductio." It marked the first time the word AMERICA appeared in print.

### References:

Ellis, Edward S., *Library of American History*, Cincinnati, Ohio, 1895.  
Steele, Joel Dorman and Steele, Esther Baker. *A Brief History of the United States*, 1871  
Patton, Jacob Harris and Lord, John. *The History and Government of the United States*, 1876  
Montgomery, D.H. *An Elementary American History*, 1904.



### Image Analysis Worksheet

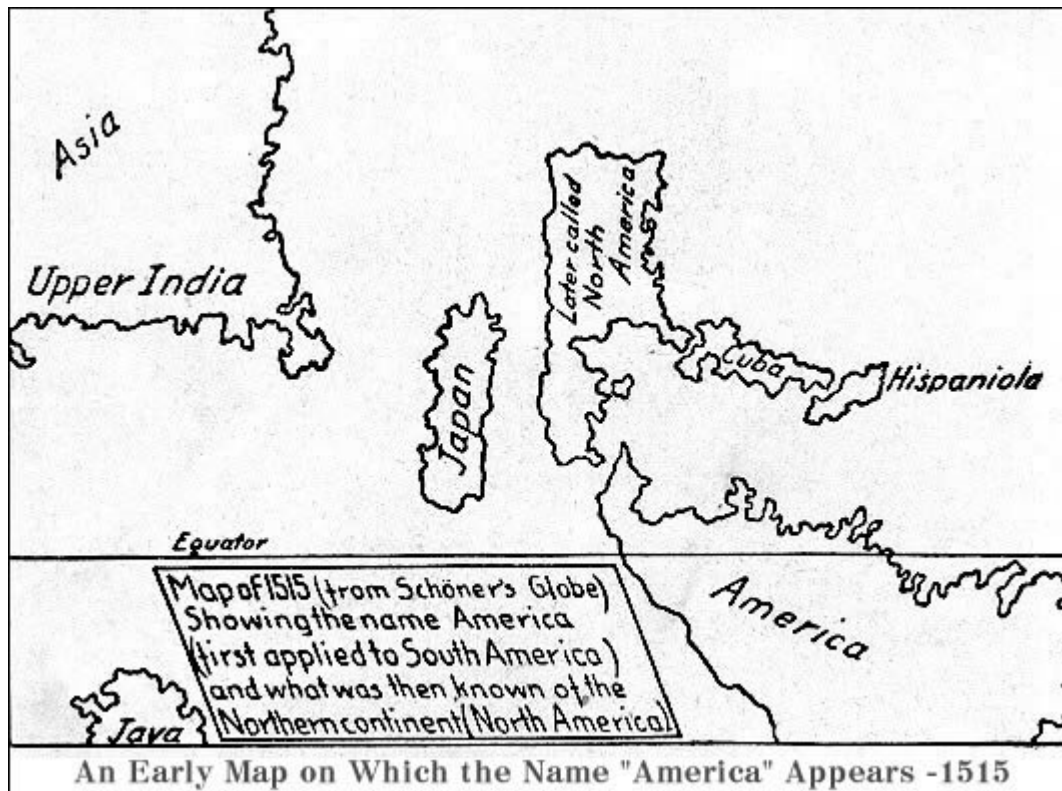
Name \_\_\_\_\_ Date \_\_\_\_\_

**Observation:**

**Study the image. Look at the whole image and individual parts.**

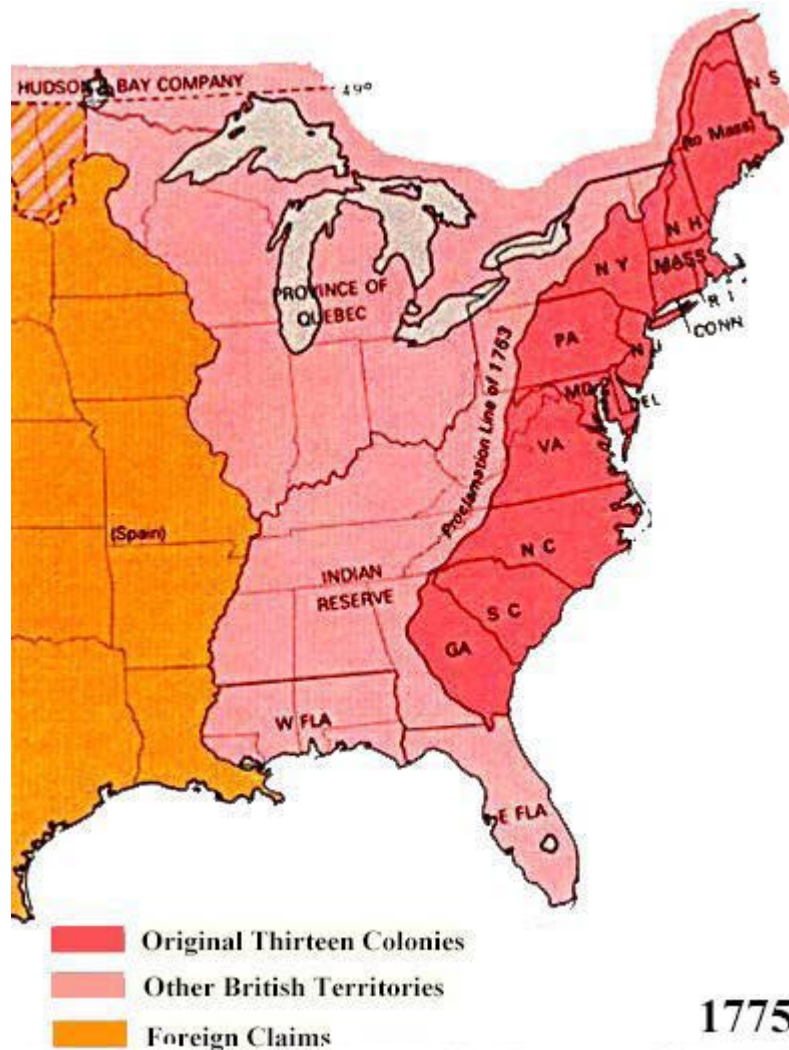
**List observations**

People	Objects	Activities





# U.S. Territorial Map 1775



New England—Massachusetts, New Hampshire, Connecticut, Rhode Island (Vermont and Maine came later) Middle Colonies—New York, New Jersey, Pennsylvania, Delaware Southern Colonies—Maryland, Virginia, North Carolina, South Carolina, Georgia

Trace the lines of the Mississippi River and the Ohio River. Shade in the section between the original colonies and the Mississippi, and label this region "British Territories." Shade the part of the country west of the Mississippi with another color or marking and label it "Other Territories." Finally, label the map "The British Colonies in 1775."

### Thirteen Colonies Map Questions

1. The thirteen colonies were colonies of what country? \_\_\_\_\_  
\_\_\_\_\_
2. Which colony was farthest north? \_\_\_\_\_
3. Which colony was farthest south? \_\_\_\_\_
4. The colonies were bounded by the Appalachian Mountains on the west. What ocean bordered the colonies on the east?  
\_\_\_\_\_
5. The oldest colony was Virginia (founded in 1607). Which colony was just south of Virginia? \_\_\_\_\_
6. The colony of Virginia contained what are now the states of Virginia and West Virginia. What colony bordered Virginia to the northeast?  
\_\_\_\_\_
7. The colony of Massachusetts was composed of what are now the states of Massachusetts and Maine. What colony was between the two parts of Massachusetts?  
\_\_\_\_\_
8. What colony was located east of Connecticut?  
\_\_\_\_\_
9. The colony of New York contained what are now the states of Vermont and New York. What two colonies bordered the colony of New York on the south?  
\_\_\_\_\_ and \_\_\_\_\_
10. In what year did the 13 colonies declare their independence from Britain?  
\_\_\_\_\_

## Historian's Questions

Use the website to answer the questions.

<http://amhistory.si.edu/house/thishouse/pastinhabitants.asp> (Click on Abraham Choate or Abraham Dodge)

1. Which family are you investigating? \_\_\_\_\_
2. Where was their home? \_\_\_\_\_
3. What kind of place was it? \_\_\_\_\_
4. What did they do for work? \_\_\_\_\_
5. How prosperous was the family? \_\_\_\_\_
6. List three artifacts from the family's home and explain what they might tell you about how they lived?
  - A. \_\_\_\_\_  
\_\_\_\_\_
  - B. \_\_\_\_\_  
\_\_\_\_\_
  - C. \_\_\_\_\_  
\_\_\_\_\_